Unit 22: Market Research

Learning aim A

Note to assessor

Scenario	This scenario for this assignment has been written to encompass an appropriate vocational role and requires learners to put themselves in the mind-set of someone working for a market research agency. Assessors should note that while the potential of a learner to be working for a market research agency will depend on the type of programme the learner is enrolled on (e.g. 16-19 study programme, part time work-based learning programme, etc.) learners may benefit from putting themselves into this role. Learners will not be disadvantaged by not having an understanding of this role, however, centres may adjust the scenario to make it more localised and realistic to their learners should this be more appropriate.
Task 1, 2, 3 etc.	Centres are encouraged to ensure learners have appropriate access to real life business in order to carry out investigative research in order to complete the task. The delivery of learning prior to this task would benefit from employer involvement to give learners access to: • guest speakers on the subject of market research • investigative research of market research marketing case studies • visits to appropriate businesses and enterprise who have either used and/or specialise in market research.

Learning aims B and C

Note to assessor:

Scenario	The scenario provided includes specific reference to a context in which the learners' friend is planning to set up a new coffee business. Through such a scenario learners can demonstrate achievement of planning and implementing a market research activity to meet a specific marketing objective. Centres are encouraged to further localise the scenario by engaging with local businesses to create unique scenarios that can be updated from time to time or even between different cohorts. It is important that each time the scenario is amended the brief is internally verified as fit for purpose along with any other amendments such as hand out and hand in dates.
Task 1, 2, 3 etc.	Centres may provide learners with generic templates such as budget templates. However, any template that a centre chooses to provide to learners must be included in the internal verification of the assignment brief.